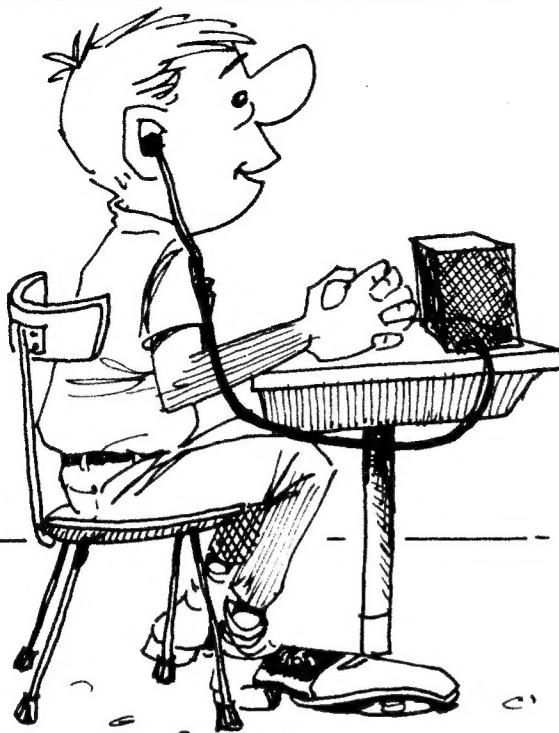


# **FINAL REPORT : DEMONSTRATION PILOT STUDY**

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C.2

THE USE OF A RESOURCE  
CLASSROOM TEACHER FOR  
HEARING HANDICAPPED  
CHILDREN ENROLLED IN  
REGULAR CLASSROOMS OF  
PUBLIC SCHOOLS



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Prepared by:

Joseph Wolvek, Consultant  
Hearing Conservation Services

in cooperation with

Department of Special Services  
Cedar Rapids Community School District

501676

## ACKNOWLEDGEMENTS

One of the most dramatic ways in which special education may be demonstrated to be an integral part of a child's total public school experience is in its application for the hearing handicapped.

There are at least ten children with educationally significant hearing handicaps that are found enrolled in regular classrooms for every 'deaf' child enrolled in a residential school or special education day class facility. In the past, as attention was more and more focused on the needs of the few, educational needs of the many had gone unmet. This has resulted in hearing handicapped children becoming increasingly educationally retarded during their public school career even though intellectually they had the ability to progress and benefit from an instructional program. The vastness of the waste of human resources that has thus resulted to say nothing of the economic loss that has accrued in many ways, staggers the imagination. Each year, in the state of Iowa, ten thousand children are discovered with a hearing loss.

The results of a two-year study now completed are reported in these pages and indicate one way in which the needs of hearing handicapped public school children may, with relative economy, be realistically met.

Sincere thanks are extended to Dr. Arnold W. Salisbury, Superintendent, and to the members of the school board of the Cedar Rapids Public Schools; Dr. Bill R. Gearheart, Director of Special Services; Mr. Robert Paul, Teacher of the Deaf and Hard of Hearing during the two-year study and compiler of much of the material presented herein; and to the many educators without whose whole hearted cooperation and support this demonstration pilot study would not have been possible.

Joseph Wolvek, Consultant  
Hearing Conservation Services

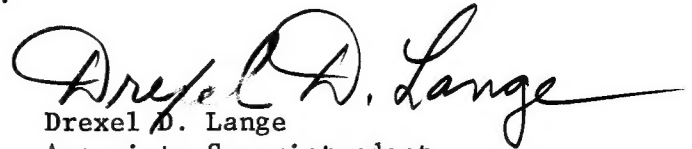
JW/bms

## FOREWORD

The data included in this report represents information collected in the two year period during which this study has been in progress. At the start of the present school year, the program was offered on the same basis as other approved programs in special education.

Because it is necessary to alert local school boards throughout the state as to reimbursement plans for this type of program for the next school year, and because budgets for the next school year will be considered by local boards in the next month or so, the need to report final findings and evaluations of educators in the pilot study area is evident.

The evaluations of local school people and the gains made by the children enrolled in the pilot study program have made possible the inclusion of this program on the roster of regularly reimbursed special education programs. It is a program which we earnestly bring to the attention of public school administrators sincerely interested in meeting the educational needs of hearing handicapped children.



Drexel D. Lange  
Associate Superintendent  
Pupil Personnel Services

## PREFACE

### A RESOURCE ROOM FOR HARD OF HEARING CHILDREN IN THE PUBLIC SCHOOLS

A resource room for hard of hearing children in Cedar Rapids, Iowa, is now in its second year of operation. The pilot program, conducted by the Cedar Rapids Community Schools and the Iowa Department of Public Instruction, provides special help on a daily basis for elementary level children with hearing losses ranging from thirty-five decibels to sixty decibels. Each of the nine children enrolled has a variety of language and communication problems accompanying his or her hearing loss. These children are scheduled for periods of thirty to sixty minutes per day out of their regular classes for special help. The length and number of periods depend on the severity of the hearing loss and language handicap.

A hearing loss in the regular classroom environment presents many difficult problems for aurally handicapped children. The hearing loss usually has contributed to a language impairment, both oral and written, speech problems and, in some cases, emotional problems. The regular classroom presents a situation where physical factors such as the noise level of the class, ease of reading the teacher's lips, size of the class, seating, reading grouping, etc., will determine if the child can succeed.

The resource program provides services in the following areas while the child is functioning in the regular classroom setting:

1. Placement -- The school in which the program is operating has approximately 600 students and about three sections of each grade level. The resource teacher must work with the principal to determine which classroom would be best for an aurally handicapped child. He observes each regular classroom teacher with regard to the ease with which a student having to depend on lip reading and adequate speech volume could function. The criteria used in this evaluation includes: type of voice, optimum voice level, visibility of lip movements, noise level of the room, general position of the teacher in the room most of the time, visual aids used, lighting of the room, and the teacher's rate of speech. This evaluation is made by the resource teacher while the regular teacher is teaching a class. The results of the evaluation and other factors such as reading grouping are then discussed with the principal who actually determines placement. This evaluation is not difficult to accomplish and provides the hard of hearing child with an opportunity to utilize his lip reading and auditory skills.

2. Amplification -- Amplification is important to each child in some way. Seven of the nine children wear hearing aids constantly. When they are in the classroom, desk hearing aids are available at all times. These are portable, transistorized and binaural. Special trays have been built on the back of chairs and on the top of desks to keep the desk aid out of the child's way during his class activities. The resource room is equipped with a group auditory training unit that has individually controlled ear channels and a stereophonic record player. This type of amplification is used for activities in the resource room. The resource teacher checks all of the amplification units once a week, and a local hearing aid company representative checks each child's personal aid, free of charge, every two weeks. It is interesting to note that usually four out of seven of the aids checked every two weeks will need minor repairs. Amplification and placement are important facets of the program, but the most important part of the program revolves around language training.

3. Language -- Language therapy is the most important service provided for the hard of hearing child. This includes work in reading, social studies, and oral and written language. Reading and the associated skills receive most of the attention. Reading is taught, at the primary level, just as it is taught in the regular classroom except that the resource teacher spends more time developing skills such as comprehensive and question forms. At the intermediate level, the resource teacher directly supports the regular classroom teacher by presenting vocabulary prior to the reading lesson in the regular classroom, developing phonetic skills, and emphasizing comprehension by teaching the workbook lessons formally after the child has attempted them by himself in his regular class. Film strips provide enrichment for the hard of hearing child in social studies. These film strips accompanied by worksheets are studied at the same time material is being studied in the child's regular class. The written and oral language therapy are presented through the use of the Fitzgerald Key. The Key is given to the regular classroom teacher, and each hard of hearing child uses the key to write stories in his own room. Oral language problems are being attacked with the help of a stereophonic tape recorder which enables the child to immediately audit his responses and make corrections. One of the advantages of being in one building constantly is that the resource teacher can relay to the regular teacher what can be expected from the hard of hearing child regarding written language, oral language, reading, speech, and other academic skills. The complete continuity of the resource program increases the possibility of reinforcement and carry-over of skills such as lip reading, language, and speech in the regular classroom.

4. Special Skills -- Lip reading, auditory training, and speech correction are essential elements of such a program. Lip reading lessons are provided for every child as are auditory training activities. The auditory training skills are developed along the lines of the phonetic outline of the reading series being used in the regular classroom. Speech correction is provided for those children who need such help. All of these skills are taught on a daily basis for every child, and emphasis on using these skills is stressed.

5. Consultant Services -- The resource program in Cedar Rapids is constantly expanding. This year, the resource teacher began supervising hard of hearing

students in the junior and senior high schools. Each junior and senior high teacher who has a hard of hearing student is given an instruction sheet covering the problems these children can be expected to have and what the teacher can do to help them. If the teacher desires a conference after reading the information, the resource teacher is available. The resource teacher also determines which children need special help and prescribes the therapy very specifically. The therapy is carried out by speech therapists and homebound teachers. A monthly check is made on the progress of each child by the resource teacher through the child's counselor.

I have mentioned only a few examples of the important services provided by the resource program. Aside from the skills developed, many other benefits are derived. For example, education of hearing children as to the hard of hearing child's problems, his hearing aid, etc., is immeasurable. The regular classroom teachers involved with the program become better informed as to the importance of hearing, and it seems to increase their awareness of listening as a skill. The resource room has a definite role in a hearing conservation program. We cannot close the educational gap that has resulted from the hearing loss, but we can maintain growth in learning for those children who perceive speech as a distorted, garbled, irritating, and confusing message.

by Robert L. Paul, Teacher of the Hard  
of Hearing, Cedar Rapids, Iowa

May, 1963



## SUMMARY OF DATA RELATING TO THE ADMINISTRATION OF THE PROGRAM

### I. Annual Cost of the Program

A. Teacher's salary - \$6,000.00

B. Equipment

First year	\$1,500.00
Second year	1,200.00
Third and succeeding years	300.00 to 500.00

C. Instructional supplies \$200.00

D. Plant cost 500.00

(How this amount is  
computed depends on local  
district procedures)

### II. Class Plan and Organization for this Pilot Project might be briefed as follows:

- A. Children are transported from various places throughout the school district to an elementary school (in this case, Grant Wood Elementary School) where the teacher for the aurally handicapped will be headquartered.
- B. Children are assigned to regular classrooms appropriate to their overall achievement level and (in general) consistent with their previous year's grade placement and their progress throughout the past school year.
- C. Children are served in the special classroom by the teacher of the aurally handicapped for periods ranging from one to two hours per day, three to five days per week; depending on their need, their degree of handicap, and the grouping methods made possible considering the needs and handicaps of other children in the total group. These children are in a regular classroom situation three-fourths to four-fifths of their total school time.
- D. The teacher of the aurally handicapped coordinates his program to a high degree with that of the regular classroom teacher, particularly the language arts teacher.
- E. Elementary school consultants work with the teacher of the aurally handicapped and with the classroom teacher in providing a coordinated program.

### III. Placement Information (Needed for Each Child)

- A. Medical examination.
- B. Audiological evaluation and recommendation for placement due to this evaluation.
- C. Psychological evaluation. For admittance to this class, a child should be within the normal intelligence range or above and should not be primarily emotionally disturbed. (At least during the two-year pilot project period of time, we would not include children who were multiple handicapped. Particularly we would not include children who had the handicapping condition of mental retardation or emotional disturbance.)
- D. Educational evaluation including present achievement level in the language arts field, in arithmetic, and the social studies areas.
- E. Evaluation by speech therapist. A complete speech analysis and evaluation including educational recommendations.
- F. Social history.

## EQUIPMENT

### Ambco, Model 1450, Binaural Auditory Training Unit

This unit has a four-speed record player and will operate with eight sets of headphones. The record player has separate volume controls as do the microphone circuits. The microphones can be used on a mobile stand or fixed in a stationary position on the ceiling or wall. Each set of headphones has an individual jack box which has separate controls for each ear. The Ambco unit is very flexible in that it can be used with tape recorders, extra speakers, etc.

### Eckstein Brothers, Model 33, Binaural Transistor, Desk Hearing Aid

These desk hearing aids are light and easily handled by first graders. They have three controls for each earphone circuit: a maximum volume output limiter, a frequency response control, and a gain control. The aids are made available to every child. They are used in situations in the classroom which require a better amplification system than the child's hearing aid; for example, during reading, group work in arithmetic, story time, etc. Special trays have been constructed on the backs of chairs or on the desks to keep the unit out of the child's way during his class activities.

### Wollensack, Model 1580, Stereophonic Record and Playback Tape Recorder

This recorder can be used in conjunction with the Ambco unit in constructing auditory training tapes, speech and language therapy, recording progress of children, etc. The dual channel nature of the recorder provides an opportunity for the student to record, listen to, and correct his responses. This technique has been of great value in attacking oral language problems of hard of hearing children.

## SPECIAL ROOM FACILITIES AND MATERIALS

**Speech Reading Booth:** The dimensions of the booth are 3' by 4' by 6'. The booth has a large glass window and three sides, the open side facing the wall. The speech reading booth reduces the volume level of the teacher's voice; therefore, the student must rely more fully on his lip reading. This booth is inexpensive to construct and has proved to be a valuable part of the lip reading program.

**Special Materials:** (Continued on following page)

<u>Curriculum Area</u>	<u>Name of Book</u>	<u>Name of Author</u>	<u>Source of Material</u>
lip reading	Hearing With Our Eyes	Ena G. Macnutt	175 Dartmouth St., Boston 16, Mass.
	Conversational Language	Grace Mannen	Volta Bureau
	Look, Listen, and Lip-read	Betty C. Wright	Volta Bureau
	What People Say	K. Ordman and M. Palli	Volta Bureau
language	Trips and Treats	M. Kennedy and N. Numbers	Clarke Schools, Northhampton, Mass.
	Steps in Language Development for Deaf (illust. Fitzgerald Key)	Bessie L. Pugh	Volta Bureau
	Language Book I	N. Numbers	Clarke Schools, Northhampton, Mass.
auditory training	Speech and Auditory Training (intermed. grades)	Sister Mary Laurentine Lorenz	St. Joseph School for Deaf, St. Louis, Missouri
	Developing Spelling Power	Russell, Durrell, and Sullivan	World Book Company, 1957
	Better Speech and Better Reading	Schoolfield	Expression Company
	Auditory Training for Children	Whitehurst	Hearing Rehab. Center, 330 E. 63 Street, N.Y. 21, New York
	Learning to Look and Listen	Eleanor C. Ronnei	Columbia Univ. New York
	The Awareness of Sound, Binaural Amplification, Curriculum Correlation of Auditory Training	Sister James Lorene Hogan	St. Joseph Inst. for Deaf, 1483 82nd Blvd., St. Louis 32, Mo.
	Multi-Sensory Approach to Auditory Training	R. Tegeder and H. Szejna	Lutheran Inst. for Deaf, Det- roit, Michigan
	Texas School for Deaf		
general outlines	Lutheran School for Deaf		Detroit, Michigan
	Wisconsin School for Deaf		

PROFILE OF A HARD OF HEARING CHILD ENROLLED FOR TWO YEARS  
IN THE RESOURCE PROGRAM

<u>Hearing Loss</u> -	250	500	1000	2000	4000	6000	8000
Right -	65	75	75	65	85	no response	75
Left -	60	70	75	75	75	75	no response

Intelligence - W. I. S. C. (performance) - I. Q. 124

<u>Grade Record</u> -	<u>Fourth</u>	<u>Fifth</u>	<u>Sixth</u>
arithmetic	d+ d	cddd	cc
art	b+ a	aaaa	ba
social studies	c d+	dddd	cc
health	c c-	cdcc	cd
language	d+ c-	dcfc	cc
phys. education	b a	bbbb	bb
reading	c c	cccc	cc
science	c d	cccc	cd
spelling			
music	c c	bcbb	bb

Iowa Test of Basic Skills -

G	V	R	S	C	P	U	T	M	G	R	T	A	P	T	C
R	O	E	P	A	U	S	O	A	R	E	O	R	R	O	O
A	C	A	E	P	N	A	T	P	A	F	T	I	O	T	M
D	A	D	L	T	C	G	A	R	P	E	A	T	B	A	P
E	B	G	L	L	T	E	L	D	H	R	L	H	L	L	S
4	2.4	1.9	5.3	2.9	2.0	3.1	3.3	3.3	2.4	2.1	2.6	3.3	2.9	3.1	2.7
5	2.3	3.2	3.2	3.4	3.2	2.1	3.1	4.8	4.0	3.2	4.0	3.2	2.8	3.0	3.1
G															
A	-.1	1.3	-2.1	.5	1.2	-1.0	-.2	1.5	1.6	1.1	1.4	-.1	-.1	-.1	.4
I															
N	(Prior to Resource Program)														
5	2.3	3.2	3.2	3.4	3.2	2.1	3.1	4.8	4.0	3.2	4.0	3.2	2.8	3.0	3.1
6	3.9	3.3	7.6	4.1	4.6	3.8	5.0	3.4	4.6	3.2	3.7	4.9	3.7	4.0	4.0
G															
A	1.6	.1	4.4	.7	1.4	1.7	1.9	-1.4	.6	.0	-.3	1.7	.9	1.0	.9
I															
N	(After 1 year of the Resource Program)														

Comments by the Regular Classroom Teacher - Naturally, with his handicap, Steve had difficulty following the thread of discussion in a class recitation. He apparently did not hear word endings in multisyllable words since we usually accent the first or second syllable. He did not say the last syllable when he spoke.

It was difficult to comprehend how limited his experiences and understandings were. Frustration apparently caused him to pretend to understand when he did not.

Steve has been in my block section for two years. I am limited in my contact with him because he is out of the room several periods each week for special work with the resource teacher.

He misses group classes and assignments as well as preparation time. At times, he has tended to use the resource teacher as a buffer or refuge from class responsibility; but, this has not been a serious problem. The resource teacher has worked very closely with me to correlate his work with the regular classroom work.

Steve has shown a great deal of progress in "speaking up" in discussions, in socializing and holding his own on the playground, as well as improving his language arts and social study skills.

He has shown marked improvement in writing sentences, vocabulary, word attack skills, and reading for a purpose.

This program has done much to make me re-examine my methods with all of the boys and girls in the room.

Comments by the Parents - Since our son has been participating in this class, his progress has been very gratifying. The year before this project was started, he had reached a point of stagnation in his schoolwork; and we were at a loss to know how to possibly improve the situation. We hate to think of the problems we might have by now without the help we have been given through this program.

Now, as we approach the end of the second year of his work with Mr. Paul, the outlook for his future education is much brighter. At home, we notice that his ability to express himself in a normal manner is much improved. This includes vocabulary, sentence structure, and the ability to comprehend. If he had been in a class such as this since he started school, he would without a doubt be much further advanced than he is.

The way this program is set up is in a large way responsible for its success. With the special instructor present at all times in the building where the pupils are attending regular classes, many problems are solved before they become serious. He is able to illustrate to the teachers the differences in teaching hearing handicapped and normal hearing children. In addition, he is able to supplement regular class work in areas where difficulty is encountered.

The only improvement we can offer to this program would be its expansion to include a larger age group, at least through junior high.

Comments by the Resource Teacher - Steve is 13 years old, wears a hearing aid, and has made a considerable amount of progress during his enrollment in the resource program. A comparison of Steve's oral and written language patterns points out his progress in this area:

(Sept., 1961) - well there was a man is a ranger he look in the wood he see witch three will cut down went they cut it down will one of the men cut off the branches and go to the sawmill and it a big saw cut it into lumbers and a truck or a train take it to the lumberyard and people buy the some lumber.

(March, 1963) - Jimmy and Sue found a bell along the road. Jim found a house so they went to the window. They found the Deer. The deer was all tied up with the rope. The two men were talking about toys.

Steven has received a concentrated language program which emphasized reading skills, especially vocabulary building. Lip reading and auditory training were also important parts of his program.

Comprehension, relationships, and new areas remain as barriers to Steve's progress; but he has been able to utilize the help he has been given. The Iowa Test of Basic Skills provides evidence of this progress.

INDIVIDUAL PROGRESS RECORDED BY THE REGULAR CLASSROOM TEACHER  
REGARDING ACADEMIC PROGRESS OF THE HARD OF HEARING CHILD

Karen K. (Kindergarten, at the end of the first year)

. . . . . communication was very poor with Karen, especially in group activity such as reading readiness. It was hard to hold her attention because if there was movement anywhere around the room, she would be distracted. She was tested individually for reading readiness and even then it was difficult to hold her attention long enough to get the complete sentence or paragraph before marking in the book. Many times she would seem to follow the directions, but whether she got them from me or other children, it is hard to say.

Steve K. (Grade five, at the end of the first year)

. . . . . it seemed difficult for Steve to answer more than mere factual questions about a reading story. He had very low comprehension, he was low in following directions (even written ones), had no sense of very tense, and left off endings of words both orally and in the written form. Steve pretended to hear when he did not; hence, many assignments were never handed in. Conversely, he hears what other class members mumble but not what his teacher tried to carefully say.

Debra P. (Grade 2, at the end of the first year)

. . . . . at first, Debra was extremely shy, spoke very softly, and cried very easily. She now is much happier and more confident, speaks reasonably loud, volunteers in class fairly often, and is much more willing to ask for help if she needs it. She is very friendly, affectionate, hardworking, and cooperative.

Wade A. (Grade one, at the end of the first year)

. . . . . this is my second year of working with children who are hard of hearing. I have appreciated the opportunity to work with these children for it has been rewarding to observe how well these children do adjust to the classroom environment. Wade enrolled in my first grade class in September of the 1962-63 school year. He was a happy child from the first day of school and followed along with the normal routine without difficulty. Prior to first grade, Wade had been in a kindergarten classroom entirely made up of hard of hearing children. This was his first experience in a large group of boys and girls; he was reluctant to speak with any of us. Because of this communication problem, his progress academically was slow during the first semester.

Reading is the area in which the most progress has been made. He began with readiness work in September; and with a small group situation, Wade gradually showed a desire to participate. Even though he seldom interpreted the question correctly, he was wanting to speak. When beginning formal reading, Wade quickly grasped the vocabulary and was beginning to answer simple questions about the picture. Now he is reading fluently and responds quickly to questions. There are skills that will need individual help. It would be unfair to say he has a good understanding of all the material covered; however, within the last month, we have found him more confident in word attack skills and experiencing more success.

The first grade number work has not been difficult for Wade. He responds quickly to any work that can be shown on paper if sufficient help is given at the beginning of an assignment.

The areas where progress is slowest for these children are in social studies, science, and health. Pictures and illustrations are helpful to create an interest; however, I have not felt I have been successful in broadening the child in these areas.

Group games, relays, and stunts are fun for all and especially for a child who wants to be like everyone else. Loosing was difficult at first, but we now find him accepting it as well as any other first grader.



Wade is treated like any other child in my classroom, receiving praise when it is due and discipline when it is due. The children enjoy him and want to help when he does not understand. This is good to a certain degree; however, it is easy for these children to become too dependent on the teacher and the other children.

I wondered if the regular classroom was the best situation for a hard of hearing child. After observing how Wade has branched out, enjoys school and other children, I can see, if he receives individual attention from a resource teacher, that he can successfully continue in a normal classroom.

# SUMMARY

Children Enrolled in the Resource Room From September , 1961, to June, 1963

<u>Year</u>	<u>Number of Children</u>	<u>Grade Level</u>	<u>Age</u>
'61 - '62	1	K	6
	2	1	7
	1	2	7
	2	4	9,10
	1	5	12
	2	6	13,13
	1	7 (halftime)	15
<u>TOTAL</u>	<u>10</u>		
'62 - '63	2	1	7,7
	1	2	8
	4	3	9,9,9,9
	1	5	10
	1	6	13
<u>TOTAL</u>	<u>9</u>		

Eleven children were enrolled in the resource program during the first year. All of these children received therapy on a daily basis. At the end of the first year, one child was released and returned to his regular school, three children moved on to junior high school, and two children moved out of the school district. One of these two children was referred to a special class for hard of hearing children. Four children were retained in the resource program for the second year. Five new children were enrolled at the onset of the second year, bringing the total for the 1962-63 school year to nine.

Consultant services were extended on a monthly basis to three children previously enrolled in the program. These children are now in junior high; therefore, it was necessary to extend the resource program to this level.

The hard of hearing children enrolled in the resource program made significant changes in behavior patterns and academic areas.

The behavior changes were noted after about six months of the first year. The behavior tended to change from shyness to moderate aggressiveness and from aggressiveness to controllable behavior in the classroom. These changes are very difficult to measure with a test, but they did affect academic progress.

The results of the Iowa Test of Basic Skills indicates a portion of this progress. Other areas included improved lip reading, longer sentence length, improved auditory discrimination, and other communication skills. These children can and do improve their academic skills when they are assisted by a resource teacher in a public school. The parents of these children can provide ample evidence in this area.

The following section includes samples of forms used during the pilot study period and a partial listing of training institutions to which school administrators may direct inquiries concerning the availability of teachers of the deaf and hearing handicapped.

(CONFIDENTIAL REPORT FOR USE OF PROFESSIONAL SCHOOL PERSONNEL)

Individual Hearing Report From A Resource Room For Hard of Hearing Children

Name \_\_\_\_\_ Sex M F Age \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

Parents Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Birthdate \_\_\_\_\_

Dates of Service: \_\_\_\_\_ to \_\_\_\_\_

Time per week of resource room help \_\_\_\_\_

Medical history can be obtained by writing to Director of Special Services, Cedar Rapids Community School District, Cedar Rapids, Iowa.

TYPE OF AMPLIFICATION USED:

a. Individual hearing aid

b. Desk hearing aid

c. Others

(comments)

GENERAL DESCRIPTION OF THE CHILD:

TEST RESULTS:

Performance

Verbal

Others

Date of Test

Name of Test

Score

Tester

RECORD OF AUDIOGRAMS

Date of Test	Tested by:	EAR	250 cps	500 cps	1,000 cps	2,000 cps	3,000 cps	4,000 cps	6,000 cps	8,000 cps
		R								
		L								
		R								
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ACHIEVEMENT IN SCHOOL SUBJECTS:

Elementary

Poor

Average

Good

Reading

Spelling

Arithmetic

Writing

Language

Art

Citizenship

\_\_\_\_\_

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## DIAGNOSTIC REPORT

a. Language

b. Speech

c. Auditory responsiveness

d. Lip reading

**REPORT OF THE REGULAR CLASSROOM TEACHER CONCERNING:**

a. Behavior in the regular classroom

b. Problem areas in the regular classroom

c. Other comments

**RECOMMENDATIONS MADE BY THE RESOURCE ROOM TEACHER:**

## APPROVED TEACHER OF THE DEAF AND HARD OF HEARING TRAINING INSTITUTIONS

The Following Institutions are Approved by: The Conference of Executives of American Schools for the Deaf and The National Council for Accreditation of Teacher Education.

### ARKANSAS

University of Arkansas  
Fayetteville, Arkansas

### CALIFORNIA

San Francisco State College  
1600 Holloway Avenue  
San Francisco 27, California

University of Southern California  
Los Angeles, California

Los Angeles State College of  
Applied Arts and Sciences  
5151 State College Drive  
Los Angeles 32, California

### GEORGIA

Emory University  
Atlanta, Georgia

### ILLINOIS

Northwestern University  
Evanston, Illinois

### INDIANA

Butler University  
1200 East 42 Street  
Indianapolis 5, Indiana

### IOWA

State University of Iowa  
Iowa City, Iowa

### KANSAS

University of Kansas  
Lawrence, Kansas

### MASSACHUSETTS

Boston University  
Boston, Massachusetts

### MICHIGAN

Wayne State University  
Detroit 2, Michigan

### MISSOURI

Washington University  
St. Louis, Missouri

### NEW JERSEY

Trenton State College  
Trenton, New Jersey

### NEW YORK

Columbia University  
New York, New York

University of Buffalo  
Buffalo, New York

Syracuse University  
Syracuse, New York

### NORTH CAROLINA

Appalachian State Teachers College  
Boone, North Carolina

Lenoir Rhyne College  
Hickory, North Carolina

### OKLAHOMA

University of Oklahoma  
Medical Center  
Oklahoma City, Oklahoma

### OREGON

Oregon College of Education  
Monmouth, Oregon

### PENNSYLVANIA

University of Pittsburgh  
Pittsburgh, Pennsylvania

Duquesne University  
Pittsburgh, Pennsylvania

### SOUTH DAKOTA

Augustana College  
Sioux Falls, South Dakota

### TENNESSEE

University of Tennessee  
Knoxville, Tennessee

### WASHINGTON

Lewis and Clarke College  
Portland, Oregon

### WISCONSIN

University of Wisconsin  
3203 North Downer Avenue  
Milwaukee 11, Wisconsin